



**2003 NFLRC Summer Institute for Professional Development:
Southeast Asian Pedagogy Workshops**

EVALUATION

©2003 National Foreign Language Resource Center

University of Hawai'i at Mānoa

CONTENTS

Introduction	1
Site visit report: Vietnamese Advanced Summer Institute (VASI) 2003	3
Overview	3
Instruction	4
Professional development	4
Recommendations	5
Summary report: Vietnamese Authentic Video Lesson Development Workshop	7
Background	7
Participants	7
Content	7
Report: COTIM 2003 Instructor Training Sessions	9
Background	9
Overview	10
Discussion of workshop results	12
Appendix 1: COTIM 2003 original workshop handouts	13
Appendix 2: English translations of COTIM 2003 evaluation forms returned by participating tutors	32
Program evaluation: COTIM 2001	35
Executive summary	35
Establish a partnership with a host institution.	37
Provide administrative support for the director.	38
Accommodate diverse student goals.	39
Expand the classroom-without-walls in the curriculum.	39
Site visit report: Khmer For Foreigners — Institute of Foreign Languages, Royal University of Phnom Penh, Host Institution for Advanced Study of Khmer (ASK) Program	42
Overview	42
Instruction	43
Professional development	43
Next steps	44

INTRODUCTION

David Hiple
September 2003

The University of Hawai'i NFLRC offers summer institutes for professional development each year. These institutes provide training in teaching methodologies, testing, materials development, and technology-based foreign language education. Some institutes are designed to meet the needs of specific groups of language teachers, others to reach the broadest possible cross section of language professionals.

With regard to educators teaching Southeast Asian languages, since 1991 the UH NFLRC has conducted a teaching methodologies workshop for Filipino teachers, a reading materials development workshop for Vietnamese teachers and numerous non-language-specific workshops in which participation of Southeast Asian language teachers has been prioritized, including workshops on heritage learners, testing, distance education, conversation analysis, and the use of technology. In Summer 2003 the UH NFLRC again conducted specific-group activities for Southeast Asian language educators.

As part of an ongoing process of identifying new audiences and new needs and experimenting with new formats, in Summer 2003 the UH NFLRC in association with the UH Center for Southeast Asia Studies (CSEAS), a federally funded area studies National Resource Center, conducted a series of site visits and faculty development workshops at US-supported advanced study abroad programs in Southeast Asia. Workshops for advanced study abroad faculty were conducted at VASI (Vietnamese Advanced Summer Institute) located at the Hanoi University of Foreign Studies; COTIM (Consortium for the Teaching of Indonesian and Malay) located at Universitas Sam Ratulangi in Manado, Sulawesi, Indonesia; and ASK (Advanced Study of Khmer) located at Royal University of Phnom Penh (Cambodia). VASI and COTIM have enjoyed long support from the US Department of Education Fulbright Foreign Language and Area Studies (FLAS) Fellowship Program. ASK, a younger, smaller program, enjoys limited support from the UH Center for Southeast Asian Studies (CSEAS).

Because of the SARS outbreak and the off- and on-again nature of the 2003 Southeast Asia advanced study abroad programs, student participation was reduced in 2003, and the ASK (Advanced Study of Khmer) program was cancelled altogether. Nevertheless, the UH NFLRC thought it important to demonstrate its long-term commitment to Southeast Asian language programs and to the study abroad programs, in particular, thus the center decided to follow through with the commitment to make site visits to Indonesia, Vietnam and Cambodia even though the programs were operating at a reduced capacity. (A site visit/workshop was also planned for the Advanced Filipino Abroad Program at De La Salle University in Manila, but the UH faculty member to be sponsored by the NFLRC cancelled the visit because of SARS.)

The 2003 site visits and professional development workshops were the latest step in a long series of activities the University of Hawai'i NFLRC has undertaken to support advanced instruction in

Southeast Asian languages domestically and internationally. In 1999 David Hipple, UH NFLRC Associate Director, was asked by the steering committee of SEASSI (Southeast Asian Studies Summer Institute), currently held at the University of Wisconsin, to conduct a comprehensive external review and evaluation of the program, and in 2001 David Hipple was asked to return to SEASSI to conduct one-week, pre-institute methodology training for the SEASSI faculty. Since students who begin study in a Southeast Asian language in a US program often continue their learning program at SEASSI and/or an advanced study abroad program, the UH NFLRC is particularly interested in fostering articulation of instruction among 1) consortium member institutions teaching Southeast Asian languages, 2) the SEASSI program, and 3) the Southeast Asia advanced language study abroad programs.

In this regard, in Summer 2001 David Hipple also conducted a site visit to and review of COTIM (Consortium for the Teaching of Indonesian and Malay) at Universitas Sam Ratulangi in Manado, Sulawesi, Indonesia. In 2003 the UH NFLRC supported a follow-up COTIM site visit and workshop by Stephen Fleming, UH Instructor in Technology for Foreign Language Instruction for the College of Languages, Linguistics, and Literature.

The VASI site visit was coordinated with the University of Hawai'i CSEAS and the GUAVA consortium (Group of Universities for the Advancement of Vietnamese Abroad). In cooperation with the UH CSEAS, the UH NFLRC has conducted a number of projects for GUAVA. The 2003 VASI site visit was preceded in December 2002 by a "Vietnamese Authentic Video Lesson Development Workshop" conducted at UH for GUAVA members by Stephen Fleming. That workshop was itself preceded by an earlier pedagogy workshop also conducted by Stephen Fleming at the August 2002 GUAVA meeting at the University of Washington.

The 2003 visit to Royal University of Phnom Penh (RUPP) Institute of Foreign Languages (IFL) in Cambodia, host institution of the ASK (Advanced Study of Khmer) program was also coordinated with the UH CSEAS. Even though no ASK students participated in the RUPP program in 2003, UH anticipates a long-term institutional relationship with the IFL at RUPP and hopes to coordinate a Fulbright-supported national FLAS program in the near future. Thus when the UH NFLRC through CSEAS received an invitation to visit and conduct introductory training workshops for IFL faculty, the center was pleased to support this request.

The UH NFLRC is committed to fostering articulation of instruction among 1) US institutions teaching Southeast Asian languages, 2) the SEASSI program (Southeast Asian Studies Summer Institute), and 3) FLAS programs in Southeast Asia. Looking ahead to 2004, the NFLRC will sponsor a summer institute on distance education to launch the development of advanced on-line courses in selected Southeast Asian languages. The NFLRC has already developed four advanced on-line courses in East Asian languages (Chinese, Japanese, Korean); the logical next step is to expand this model to Southeast Asian languages so that it will be possible for advanced students to continue their students after SEASSI or a FLAS program even though an appropriate course may not be available at their home institution or in their locality.

Despite the SARS epidemic and the resulting reduced FLAS participation, the UH NFLRC honored its commitment to make 2003 site visits to Cambodia, Indonesia and Vietnam. What follows are individual reports of the VASI, COTIM and ASK 2003 site visits.

SITE VISIT REPORT: VIETNAMESE ADVANCED SUMMER INSTITUTE (VASI) 2003

David Hipple
September 2003

On behalf of the University of Hawai'i NFLRC (National Foreign Language Resource Center) and in association with the UH CSEAS (Center for Southeast Asian Studies) and GUAVA (Group of Universities for the Advancement of Vietnamese Abroad), it was my pleasure to visit the VASI program at Hanoi University of Foreign Studies (HUFS) July 21–25, 2003, approximately the midpoint of the advanced summer study abroad program. As part of my visit, I conducted the following activities:

- met with Steve O'Harrow, GUAVA Director, and Flo Lamoureux, CSEAS Associate Director, before and after my site visit;
- sat in on VASI classes July 21–25;
- met formally and informally with all six VASI 2003 students;
- met daily with 2003 VASI on-site coordinator Kimloan Hill;
- met daily with HUFS director Nguyen Ngoc Hung;
- conducted a three-session seminar on foreign language teaching and testing methodology for VASI instructors.

My VASI site visit was coordinated with the University of Hawai'i CSEAS and the GUAVA consortium. With the UH CSEAS the UH NFLRC has conducted a number of projects for GUAVA. The 2003 VASI site visit was preceded in December 2002 by a "Vietnamese Authentic Video Lesson Development Workshop" conducted at UH by Stephen Fleming. This workshop was itself preceded by an earlier workshop also conducted by Stephen Fleming at the August 2002 GUAVA meeting at the University of Washington. (A copy of Stephen Fleming's December workshop report is included as a part of this site visit report.)

Because of the SARS outbreak and the off- and on-again nature of the 2003 VASI program, only six students accepted Fulbright FLAS fellowships to attend VASI 2003. Nevertheless, the UH NFLRC thought it important to demonstrate its long-term commitment to Southeast Asian language programs and to study abroad programs, thus the center decided to follow through with the commitment to make site visits to Vietnam even though the programs were operating at a reduced capacity in 2003.

Overview

I visited the Vietnamese Advanced Summer Institute at HUFS the week of July 21–25. I attended classes and met daily with Nguyen Ngoc Hung, Director of the Language Center at HUFS; Kimloan Hill, VASI On-site Coordinator; and the six VASI 2003 students. I also conducted a three-session seminar on foreign language teaching and testing methodology for VASI instructors. Overall, I found the program was running smoothly. There was a nice rapport among the students in and out of class; VASI'03 students got along well with each other, Dr. Hill, and HUFS faculty and staff.

I was impressed with the Hanoi University of Foreign Studies. HUFS is housed in a comfortable facility located in pleasant surroundings in a national museum complex. The classrooms were comparable to those one might find in some buildings at the University of Hawai'i, for example. Administrators, faculty, and support staff were friendly and professional. Several different programs were being conducted concurrently with the VASI program, including language instruction for foreign service officers from the United States. Professor Nguyen Ngoc Hung, Director of the Language Center at HUFS appears to be an effective administrator, and HUFS has ambitious plans for expansion and internationalization.

The ATS Hotel where students were accommodated was also pleasant and conveniently located only one block from HUFS. Rooms, meals, and service at ATS were good, and students had no complaints about either the instructional facilities or the accommodations.

Instruction

I attended a representative sample of VASI classes during the week of July 21–25. Classes were particularly small this year because of the small number of participants. This meant that students got individualized attention. Students were largely happy with their instruction and had a good rapport with the HUFS faculty. The instructors appeared to be dedicated to their students and their work, even though not all of them are professionally trained in the field. Nguyen Ngoc Hung is fully aware of this and has put all faculty on notice that they should get advanced training in the field to secure a long-term position in the program.

It is my observation that the principal issue to be addressed is the lack of sufficiently challenging instruction in the upper level class. The issue was a primary point of discussion in our seminar and can hopefully be addressed more thoroughly through the approaches presented in recommendation #3 below.

Professional development

I communicated with Nguyen Ngoc Hung and Steve O'Harrow prior to my departure for Vietnam regarding HUFS/GUAVA professional development needs and the work I would do with HUFS faculty. The first working day in Vietnam I had a meeting with Nguyen Ngoc Hung and Kimloan Hill to settle the details of my schedule. A long-time colleague, Doug Gilzow, formerly a teacher trainer with Peace Corps and now with the State Department, had visited HUFS the previous week and recommended to Nguyen Ngoc Hung that I focus my workshop with the HUFS teachers on oral proficiency interview training. I was happy to comply.

Over a three-day period the group interviewed VASI students and focused on task- or function-based teaching and assessment. The teachers participated eagerly and enthusiastically, and Nguyen Ngoc Hung also attended most of the sessions. By reflecting on VASI students' task abilities, the teachers were able to determine that instruction in the upper level class, in particular, had sometimes not been sufficiently challenging for the students. Even as the seminar was being conducted, students in the more advanced class reported to me that the teachers had begun to challenge them with some of the tasks we had explored in our sessions together.

As a result of the professional development activities that I conducted with the teachers, I have made recommendation #1 below. (Recommendations #2 and #3 result primarily from my class observations.) I see a need for greater articulation between the GUAVA consortium and HUFS regarding the information that is provided about the performance ability of VASI students. Additionally, I see a need for more comprehensive training for HUFS faculty to utilize that information for strategic curriculum design, materials development, and assessment. Experience tells me that this need is not specific to the VASI/HUFS program but is a regional need. Perhaps a follow-up professional development initiative for the Southeast Asia programs should be considered so as to include other study abroad faculty in the region.

Recommendations

Explore mechanisms for better articulation between US programs and VASI/HUFS.

It is my impression that HUFS received rather limited information regarding the proficiency levels and linguistic performance profiles of the VASI'03 students. Some student self-assessment and oral interview information was provided, but Nguyen Ngoc Hung related to me that HUFS faculty did not feel they had received sufficient explanation from the US side to use to advantage the information that was received. Hopefully, my workshop was a small step toward addressing that need, but it is my opinion that more could be done. If student portfolios containing standardized information about students' abilities were forwarded to HUFS, placement and instruction on the Vietnamese side might be more strategic in the future.

One option we discussed in Vietnam was providing in advance to HUFS videotaped oral interviews of incoming VASI students. In addition to providing obvious information to facilitate placement and instruction, tapes could be archived and students could be reinterviewed at key periods, such as at midpoint and endpoint of VASI, so that incremental progress could be noted.

Taped interviews might also accompany students back to the US and provide additional placement information as students re-entered a stateside program at their own institution or at SEASSI, for example. More systematic efforts for better articulation between US programs and VASI/HUFS could only benefit parties involved, teachers and students alike.

Explore a skill-based modular approach in student placement/instruction.

VASI/HUFS should consider a modular approach in the summer language program to accommodate individual student skill level differences in reading, writing, speaking, listening, grammar, etc. Student testing and placement could be modularized by skill level so that a student could be placed in level II in speaking and level I in reading, for example, according to ability. The overall level for grading purposes could be determined by the common level of a critical mass of modules in a student's schedule and/or negotiated on a case-by-case basis as necessary. A more flexible approach in placement would accommodate the increasingly diverse learner profiles apparent in classes containing "traditional" graduate students, heritage learners, etc.

While not explicitly a skill-based, modular program, the VASI curriculum and class sessions are somewhat skill-based in their organization, e.g., there is a newspaper-reading class, a conversation class, etc. I would recommend that this approach be made more explicit and that students be placed

in levels by skill ability in particular modalities (speaking, listening, reading, writing) rather than placed in level one or level two across the board.

Emphasize the “classroom-without-walls” in the curriculum.

An advanced, in-country second language program is truly the occasion to realize a classroom without walls. Those linguistic tasks that are difficult to teach and master artificially in the foreign language classroom in the US can be acquired more naturally in a program like VASI when integrated into the curriculum.

The instruction I observed at VASI 2003 was generally good, but since VASI is an advanced language program, students arrive in Hanoi with at least a minimum ability to sustain basic conversations on daily topics, and some students have considerably higher performance ability. Therefore, VASI should consider building a curriculum around such tasks as narrating, describing, comparing, and reporting, and the best students should be primed to develop the ability to state and support opinions. By empowering students through asking them: 1) to select and lead class discussions on “authentic texts,” i.e., newspaper and magazine articles and brief literary readings, or radio, television and film clips; 2) to make reports on site visits to places of interest in the community; and 3) to film and show short videos made in the field, VASI could set the scene for students to engage in more challenging linguistic tasks.

Creating classroom situations for students to engage in tasks such as narration and description presents a natural opportunity for them to develop connected discourse, i.e., paragraphs. If interviews and events are videotaped in the field, students leading discussions can use their videotapes to introduce natural listening input to their classmates and stimulate task-based discussion at the target level. Yet, if instructors interrupt students to correct errors, the development of fluent connected discourse may be hampered. Since errors cannot be ignored, however, a critical methodological approach in carrying out linguistic tasks is delayed error correction, and if the class discussions themselves are videotaped, students will have the opportunity to review the tapes and use them in subsequent class meetings for remediation.

If the procedure described above is utilized, the grammar lesson can become a “grammar clinic” where student errors are “workshopped” as a class activity. In the grammar clinic actual student errors can be presented, the class can be asked to discuss and suggest possible corrections, and the instructor can follow up with the final word, providing additional corrections and explanations as necessary. Subsequently, students might revisit the discussion of a particular article or topic and practice the target functions as well as improve their precision by using in context the grammar forms they have “workshopped” in the grammar clinic. Finally, if classroom videotapes are archived, instructors, staff, and, in particular, students themselves will have a record of performance over the ten-week period. The uses of such video archives are many and range from pedagogical to motivational to remedial.

Advanced language study in Hanoi is a wonderful opportunity for our students. I encourage VASI and HUFS to explore ways to maximize the in-country experience by taking advantage of the natural environment — the classroom without walls — to enrich the study abroad experience.

Stephen Fleming
August, 2003

Background

There has been an increase in the use of authentic materials in the foreign and second language classroom in recent years. This workshop on Video Lesson Development was intended to orient a team of Vietnamese language educators toward a theoretical framework for materials development using authentic video segments and provide a template for lesson design.

The workshop was conducted December 20–22 at the University of Hawai‘i and offered in fulfillment of a request that emerged during the 2002 annual meeting of GUAVA at the University of Washington in September 2002. At the 2002 annual meeting, Mr. Fleming, a Chinese language educator who has expertise in language materials development, made a presentation on a model used at the University of Hawai‘i to develop language learning materials based on authentic or simulated-authentic video clips. (Authentic video is produced by native speakers for other native speakers; simulated authentic video is produced for nonnatives for the purpose of language instruction and attempts to replicate the linguistic and situational naturalness of authentic video.) As a result of the September presentation, members of GUAVA expressed their desire to use existing authentic and simulated-authentic video footage in Vietnamese to produce instructional materials for learners at various levels. The December workshop was designed to facilitate the creation of such materials.

Participants

Le Minh-Hang
University of Hawai‘i

Stephen O’Harrow
University of Hawai‘i

Kimloan Hill
University of California at San Diego

Quang Phu Van
Yale University

Nguyen Kim Oanh
University of Washington

Thuy Tranviet
Cornell University

Content

In line with the goals of the workshop, the presenter chose the following topics:

- Theoretical orientation — issues in text selection and lesson design
- Demonstration of examples of successful lesson development
- Text (i.e. video segment) selection by the group
- Guided development of a lesson by the group
- Individual lesson development

The videotexts used in this project fit the broad rather than the narrow definition of “authentic texts.” They were not produced by native speakers for native speakers, but neither were they concocted or scripted; instead, they were produced with an eye to language instruction, but the actors (sometimes “real” people) onscreen were asked to perform linguistic tasks that they might perform in real life, or were

interviewed about their lives much as they might be for a local human-interest television magazine program.

The videotexts were shot by two of the workshop participants, Quang Phu Van and Thuy Tranviet. Anh Quang's and Chi Thuy's videotexts exhibited certain differences. Quang's video was episodic and featured 2- or 3-minute segments with a unitary theme and a limited set of topics. Thuy's video was generally concerned with more advanced themes and tended to range across many topics. Some editing and postproduction (cutting bits and pieces and stringing them together) will be necessary, but both videotexts yielded source material with potential for good lesson development. Mr. Fleming recommended that during postproduction both Quang and Thuy preserve their source tapes with care and limit the number of generations required to arrive at the post-produced master. Both of them shot in digital, and ideally should create a postproduced master in a high quality format such as Betacam SP from which to produce their VHS tapes. A VHS or S-VHS postproduced master will not yield satisfactory results.

On Day 1 of the workshop, Mr. Fleming refreshed participants' memories about points he had presented in September in Seattle and about the ACTFL level descriptions with which they were already acquainted, including critical distinguishing characteristics of the contexts, functions, text types, and registers (styles), as well as expectations regarding accuracy, that are associated with the Intermediate and Advanced ACTFL levels, respectively. These principles provided a basis for participants' choices in text selection and lesson design.

On Days 2 and 3 of the workshop, participants reviewed a number of Vietnamese clips together to critique the potential suitability of each for lesson creation. Each participant then designed a lesson based on one of the Vietnamese clips. Mr. Fleming used material from *Chinese language video lessons for classroom use* (Fleming, S., Hipple, D., & Ning, C., 1997) as a demonstration of successful lesson development. The Introduction of Fleming, Hipple & Ning, which provides a detailed overview of the philosophy and lesson structure used in the workshop, is attached.

Mr. Fleming expressed the hope that future workshops could be convened to follow up on the very successful beginning made at this one. To assure the production and availability of the materials created at this workshop to the Vietnamese language teaching community at large, participants agreed that follow-up activities would be necessary. Lesson plan and the accompanying student materials (handouts/worksheets) need to be consolidated in a single document and edited. Lessons targeted for development were

- Travel café
- Visa agency interviews
- Hotel clerk's breakfast information
- To marry or not to marry
- Boat girl — "Am I Fat?"

When lessons have been revised, field tested, and finalized they could be published with an accompanying videotape featuring edited clips. If the lessons reach final stage of readiness, perhaps the UH NFLRC could facilitate the production, publication, and distribution of these materials. The NFLRC looks forward to continued collaboration with GUAVA.

Stephen Fleming
September 2003

As part of the Southeast Asian Pedagogy Workshops of the 2003 University of Hawai'i National Foreign Language Resource Center (NFLRC) Summer Institute, I conducted pedagogy workshops for tutors in the Consortium for the Teaching of Indonesian and Malay (COTIM) study abroad advanced summer language program for American students at Universitas Sam Ratulangi (UNSRAT) in Manado, Sulawesi, Indonesia, June 3–6, 2003, just before the start of the ten-week instructional program. Following the workshops, I observed tutors and students in the program during the three-day retreat, June 7–9, that preceded the beginning of formal instruction. While the purpose of my visit was primarily to support professional development of the COTIM tutors, I also gleaned a few informal observations of the program that may be of interest, particularly as they relate to aspects of the COTIM program addressed by Dr. David Hipple in his 2001 evaluation of the COTIM program, which follows this report.

On my trip I conducted the following activities:

- met several times with Prof. Uli Kozok, Coordinator of COTIM, and Prof. Dustin Cowell, President of COTIM;
- conducted language pedagogy workshops on six distinct topics over four days;
- attended experimental COTIM classes that were built into the workshop;
- shared social activities and chats with tutors and several of the students who had arrived early for experimental classes.

Background

COTIM offers a unique opportunity for American students with some experience learning Indonesian to further their studies in country. Comprehensive background information on COTIM is available at <http://www.hawaii.edu/indolang/cotim/>. Given COTIM's potential to contribute to the United States' national capacity in Indonesian, a strategically important language, the NFLRC has a natural interest in strengthening the professional skills of COTIM tutors. For this reason, Dr. David Hipple conducted a program evaluation of COTIM in 2001. The desire to follow up on some of the issues raised in the 2001 report, along with NFLRC's relationship with the Southeast Asian Studies Summer Institute (SEASSI) and our interest in fostering articulation of curriculum between SEASSI and COTIM, led to the NFLRC decision to provide this year's training for COTIM tutors, which I conducted.

2003 was a year of shocks and upsets. A US State Department travel advisory was in effect for Indonesia in the wake of the Bali bombing of October 2002, which severely impacted travel to Indonesia. Then, late spring and early summer 2003 brought ominous news of a mysterious new illness in Asia — SARS. Although Indonesia was not one of the centers of the epidemic, foreign travelers tended to lump it in with other Asian destinations as a place to avoid. All of this impacted this year's enrollment in COTIM; nevertheless, considering the circumstances, the final tally of nine participants was quite respectable. COTIM staff took security precautions suitable to the relatively calm situation in Manado, and there were no security-related incidents.

This year COTIM enjoyed continuity with the three years in which it was previously hosted by the same university, UNSRAT, with the same senior staff, and was headed up by the same president, Dr. Dustin Cowell of the University of Wisconsin. (In fact, this was the eighth time COTIM has been hosted at UNSRAT; there was an interruption of the relationship for several years when COTIM was relocated to Malaysia due to political instability in Indonesia.) The relationship with UNSRAT seems to be working well for both sides. Dr. Cowell indicated that certain measures he had taken to increase transparency in UNSRAT's disposition of COTIM funds had been well accepted and he was optimistic that UNSRAT would prove to be a sustainable host institution. Thus, Dr. Hipple's recommendation in his 2001 report that COTIM establish a partnership with the host institution is being followed.

While continuity provided favorable conditions for a smooth program launch this year, the arrival of a new coordinator, Dr. Uli Kozok of the University of Hawai'i, brought COTIM an infusion of fresh ideas and fresh impetus toward implementing Dr. Hipple's suggestions regarding the "classroom without walls," i.e., the extension of teaching and learning beyond the walls of the school to the community, as well as his recommendation that COTIM make efforts to accommodate diverse student goals. The workshop I conducted aimed to further this agenda by providing training on related topics.

As regards Dr. Hipple's other major recommendation, viz., the provision of additional support for the COTIM director in the recruitment, selection, and orientation of participants as well as administrative liaison with the host institution, it appears that the sharing of duties between Dr. Cowell as president and Dr. Kozok as coordinator has yielded positive benefits in this regard. However, since I was not conducting a comprehensive program evaluation, I did not pursue this topic in detail.

Overview

I arrived in Manado on 2 June and was greeted by Dr. Cowell. He and Dr. Kozok were making their final selection of twelve native Indonesian tutors that day from a field of about twenty candidates. I was impressed by their rigorous evaluation; among other evaluative activities, each candidate was asked to teach a mock lesson using authentic materials. A small minority of the twelve tutors hired had been COTIM tutors the year before; partially congruent with this group was another small subset of tutors who had some training as language teachers. The remainder had a variety of backgrounds and came from various places in the Indonesian archipelago.

Since I had discussed my plans for the workshop's content in advance with Dr. Cowell when we had both attended a conference in Los Angeles in early May, we did not have to spend a great deal of time on planning. We met briefly that evening and started the next morning. The workshop extended over four days and covered six major topics. I presented in English, which where necessary was interpreted into Indonesian by Dr. Kozok.

A summary of each day's activities is seen below; copies of all the handouts for the workshop may be found in Appendix 1. I am indebted to Dr. Erlin Susanti Barnard of the University of Wisconsin for her assistance in preparing Indonesian versions of the handouts, although I made the selections of the sample authentic texts from the Web myself and named them for stock characters in the Javanese shadow-play version of the Mahabharata epic.

3 June

- | | |
|-----------|--|
| Morning | Introductions
Overview of workshop
Review of the ACTFL proficiency scale |
| Afternoon | What is the OPI, and what is it good for?
Stephen conducted an English OPI on one tutor
A tutor who had had some OPI training previously conducted an Indonesian OPI on Stephen (result: Novice Low!)
Everyone discussed results in light of the ACTFL scale and the implications for classroom assessment and instructional design |

4 June

- | | |
|-----------|---|
| Morning | Presentation: Using the ACTFL proficiency scale as a tool to help classify authentic texts
Participants did classification exercise |
| Afternoon | Presentation: Stages of a receptive-skill lesson built around an authentic text
Collective critique of a previously-developed receptive skill lesson based on a television news report about the arrest of a counterfeiting ring
As homework, participants developed revisions for news-report lesson |

5 June

- | | |
|-----------|---|
| Morning | Participants shared revisions to news-report lesson
Participants selected authentic texts for independent lesson development
Presentation: Peer classroom observation and critiquing |
| Afternoon | Participants worked to develop receptive-skill lessons using authentic texts they had chosen
Participants critiqued peers' lesson designs
As homework, participants put developed lessons into "published" form for use with students the following day |

6 June

- | | |
|---------|--|
| Morning | Participants taught experimental classes to early-arriving students using lessons developed the previous day
Participants reflected on teaching results |
|---------|--|

Afternoon Presentation: Textbook adaptation

Presentation: Supervising students in shooting of authentic video, and use of such video in the classroom as lesson material

Following the workshop, I was happy to enjoy some recreational time with tutors and early-arriving students in the hill town of Tomohon. By that point I was even able to participate in some of the Indonesian-language orientation activities and games that were conducted. I was very impressed with the Indonesian immersion atmosphere that the tutors worked to create; all business and most socializing happened in Indonesian.

I left Manado on 11 June.

Discussion of workshop results

Coming from a background of instruction in less-commonly taught languages (LCTLs) myself (I teach Chinese language) I am very aware of the state of the field with regard to proficiency-based and task-based instruction, the use of authentic materials, and other areas in which the LCTLs tend to lag behind. Although increased exchange between countries and improved access to information via the Internet in recent years has done much to improve the situation, instruction in-country is still often characterized by the traditions of grammar-translation and audiolingualism. I was extremely pleased, therefore, to find the tutors in Manado to be very open to new ideas, extremely engaged, and actively critical (in a positive sense) of the material I presented. I left the workshop absolutely convinced that my teaching would bear fruit during the ten weeks of the program.

One of the most important modifications to the COTIM program that Dr. Kozok was interested in implementing, in line with Dr. Hiple's vision for the "classroom without walls," was the integration of video material taped by students in the field — such as interviews with cultural resource people, shop owners, or other community members — into the curriculum. Having guided the tutors through a series of activities from classification and evaluation of authentic materials to critiquing of previously developed lessons and on through actual lesson development, as well as giving them some pointers based on my previous experience shooting video for instructional purposes in China, I felt I left them with the tools to implement Dr. Hiple's recommendation, at least in an initial form. I look forward to further collaboration with Drs. Cowell and Kozok and hope I can be of service again in the future. Participant evaluation of the workshop

Dr. Kozok and the senior onsite staff were kind enough to solicit anonymous evaluative feedback from the twelve tutors after my departure. Appendix 2 is an English translation of their comments, for which I must thank Mr. Daniel Cole of the University of Hawai'i; The tutors were happy with the results, and provided some suggestions to improve future workshops.

Appendix 1: COTIM 2003 original workshop handouts

The following pages contain all handouts used during the COTIM 2003 Instructor Training Sessions.

THE ACTFL PROFICIENCY DESCRIPTIONS — What are they, and what good are they?

- **the OPI** — the basic application

- a holistic, global measure of learners' functional ability, rather than an agglomerative measure of command of discrete linguistic structures
- now used by many corporations and increasingly by schools as a benchmark
- intended to replicate natural conversation
- set procedure with distinct stages:
 - warm-up: get to know examinee, establish rapport
 - level check: establish what the examinee **can** do
 - probes: establish what the examinee **cannot** do
 - role-play (may represent a probe OR a level check): get out of Q&A mode, allow for more initiative on examinee's part; "get real"
 - wind-down: get back into the present moment; give a chance for examinee to ask questions; thank examinee
- represent a "base camp" from which forays into other skills have been made (listening, reading, writing)

- **Levels and sub-levels** — Novice, Intermediate, Advanced, Superior; low, mid, high

- Levels represent basic level of communicative competence vis-à-vis native speakers in target environment
- Novice: no functional communicative competence
- Intermediate: Able to get into, through, and out of simple survival situations — close to self in space, time and topic
- Advanced: Able to get into, through, and out of survival situations with a complication — can handle remote space, time and topic
- Superior: Can handle abstract topics and different registers
- Definitions reflect triad of context, function, accuracy. In order to "be" a certain level, that has to be the "floor," with 100% performance
- Low, Mid, High based on amount and cohesion ("flesh and bone"); High is in fact performance at the next level 50% or more of the time

- **Issues in testing** — types of tests; interaction between global and particular assessments

- these are GLOBAL descriptions, and so are useful for assessment without reference to how the learner learned
- for other purposes, need to take testing objectives into account: achievement?
- OPI techniques can be useful for achievement settings: hence "prochievement"
- in prochievement testing, "level check/floor" and "probe/ceiling" are useful concepts
- special attention must be paid to status of accuracy in the triad: it is one part of the mix. Use Likert scale?
- reality check: usually speakers reach Advanced **ONLY** after in-country experience

DESKRIPSI KEMAMPUAN ACTFL — Apakah ini, dan hal apakah ini?

• OPI — aplikasi dasar

- pengukur kemampuan fungsional pembelajaran secara holistik dan global, bukan pengukur kemampuan struktur linguistik
- saat ini dipakai oleh banyak institusi dan semakin banyak oleh sekolah-sekolah sebagai tolak ukur
- ditujukan untuk meniru percakapan alami
- menetapkan prosedur dengan tahap-tahap jelas:
 - pemanasan: mengenal yang diuji / peserta ujian, menjalin hubungan pribadi
 - penetapan tingkat: mengetahui hal yang **dapat** dilakukan peserta ujian
 - penjabaran: mengetahui hal yang **tidak dapat** dilakukan peserta ujian
 - main-peran (bisa sebagai penjabaran ATAU penetapan tingkat): keluar dari pola tanya-jawab, memberi peserta ujian lebih banyak peluang untuk berinisiatif; “ala CBSA”
 - penutupan: kembali ke waktu kini; beri peserta ujian kesempatan bertanya; berterima kasih pada peserta ujian
- merupakan tolak ukur dalam penilaian tingkat kemampuan lainnya (menyimak, membaca, menulis)

• Tingkat dan Sub-Tingkat —

Novice (Pemula), *Intermediate* (Madya), *Advanced* (Mahir), *Superior*; *low* (rendah), *mid* (menengah), *high* (tinggi)

- Tingkat menyatakan tingkat dasar kemampuan berkomunikasi dibanding dengan tingkat kemampuan penutur asli di lingkungannya
- *Novice* : tidak ada kemampuan komunikatif yang fungsional
- *Intermediate* : mampu masuk ke, melalui, dan keluar dari situasi sehari-hari yang sederhana-- ruang, waktu dan topik seputar pribadi
- *Advanced*: mampu masuk ke, melalui, dan keluar dari situasi sehari-hari yang rumit—ruang, waktu dan topik yang tidak umum dapat ditangani
- *Superior*: Dapat menangani topik-topik abstrak dan sebutan yang beragam
- Definisi dilambangkan dengan segitiga yang terdiri dari konteks, fungsi, ketepatan. Untuk “berada” di tingkat tertentu, harus ada “floor” (batas bawah kemampuan) dengan penampilan menyakinkan
- Sub-tingkat *Low*, *Mid*, *High* didasarkan pada jumlah dan paduan (“mendarah daging”?); Sub-tingkat *High* dalam prakteknya merupakan penampilan pada tingkat kemampuan berikutnya sebanyak 50% atau lebih selama wawancara.

DESKRIPSI KEMAMPUAN ACTFL — Apakah ini, dan hal apakah ini?

- **Permasalahan dalam menguji** — jenis tes; interaksi antara penilaian global dan partikular
 - Semua ini deskripsi global, dan berguna untuk penilaian tanpa acuan terhadap cara belajar dari pembelajar
 - Untuk tujuan lainnya, perlu mempertimbangkan tujuan-tujuan pengujiannya: pencapaian target?
 - Teknik-teknik OPI bisa berguna untuk penetapan (latar-latar) pencapaian: dengan demikian gabungan “prochievement”
 - Dalam menguji “prochievement” penetapan tingkat/batas bawah” dan “penyajakan/batas atas” merupakan konsep-konsep berguna
 - Perhatian khusus harus diberikan pada hal/tingkat ketepatan yang merupakan satu bagian integral dari segitiga (konteks, fungsi, ketepatan). Pemakaian skala Likert?
 - Pemeriksaan realitas: biasanya pembicara mencapai tingkat *Advanced* sesudah tinggal di negara bahasa target

Catatan tambahan:
proficiency : kemampuan
achievement: pencapaian target

Using the Web for Authentic Reading

Stephen Fleming • NFLRC • University of Hawai'i

Today's topics:

1. **Choosing texts by level** — **I have a task for you!** Use the chart below to analyze the level of several Web texts
2. **Lesson stages** — **a logical order based on natural reading behaviors** Change the task, not the text
3. **A taste of activity design** Let's try it! Remember: students are wonderful resources for activities!

Authentic texts: Identifying levels

ACTFL levels	Text type	Author's purpose	Author's task (function)	Content types (examples)	Audience
AH/S	Connected paragraphs in overarching discourse	Argumentation, analysis, and persuasion	Supporting an opinion, hypothesizing, expressing abstract concepts	Editorials, literary works, specialized/ technical reports and articles, detailed and analytical news reports	Specialized/ educated readers
IH/A	Paragraph level	Explanation and instruction	Narration, description, reportage	Simple news reports, ordinary personal letters, simple short stories	Ordinary readers + i
IL/IM	Sentence level, minimal connectors	Notification with detail	Conveying simple information	Résumés, notes, simple product instructions, recipes	Beginning readers + i
NM/NH	Word level	Notification	Listing	Public signs with text, forms, schedules, programs, menus, Maps (minimal text), calendars, money	All readers
NL	Symbols	Warning/ direction	Displaying		Readers and non-readers

Bahasan hari ini:

- 1. Memilih teks berdasarkan tingkat kemampuan— Ada tugas untuk Anda!**
Gunakan tabel berikut untuk menganalisa tingkat kesulitan beberapa teks dari internet.
- 2. Tahap-tahap pelajaran — urutannya secara logis didasarkan pada perilaku membaca alami.**
Ubah tugasnya, bukan teksnya.
- 3. Contoh rancang kegiatan** Mari kita coba! Jangan lupa: siswa merupakan sumber mengagumkan untuk kegiatan!

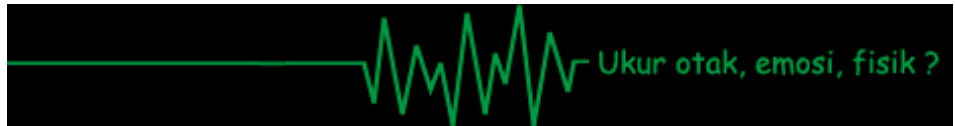
Teks Autentik: Mengidentifikasi Tingkat

Tingkat ACTFL	Jenis teks	Tujuan Penulis	Tugas Penulis (fungsi)	Jenis Isi (Contoh-Contoh)	Target Pembaca
Mahir Tinggi/ Superior	Paragraf-paragraf yang terangkai dalam wacana berkerangka	Argumentasi, analisa, dan persuasi	Mendukung pendapat, berhipotesa, mengungkapkan konsep abstrak	Editorial, karya sastra, laporan khusus/teknis dan artikel, laporan berita yang rinci dan analitis	Pembaca khusus/ terpelajar
Madya Tinggi/ Mahir	Tingkat paragraf	Penjelasan dan instruksi	Narasi, deskripsi, laporan	Laporan berita sederhana, surat pribadi biasa, cerita pendek sederhana	Pembaca umum + i
Madya Rendah/ Madya Menengah	Tingkat kalimat, kata hubung sederhana	Pemberitahuan rinci	Menyampaikan informasi sederhana	Résumé, catatan, instruksi sederhana, resep	Pembaca pemula + i
Pemula Menengah/ Pemula Tinggi	Tingkat kata	Pemberitahuan	Membuat daftar	Marka umum dengan teks, formulir, jadual, program, menu,	Semua pembaca
Pemula Rendah	Simbol-simbol	Peringatan/ Petunjuk	Memperagakan	Peta (teks minim), kalender, uang	Pembaca dan bukan pembaca



Lacak Artikel

Lacak



Atasi Stres dalam Bekerja!

Astaga! Karir -

Mereka yang sukses mengatasi problem stres tidak mempunyai waktu untuk sedih, tertekan, frustrasi, atau depresi. Mereka bilang *take it easy*. Dan yang lebih penting, mereka belajar menikmati waktu di kantor. Coba simak cara-cara berikut ini agar stres Anda berkurang.

* Nikmati waktu Anda di kantor

Yang tahu pasti rutinitas Anda sehari-hari adalah Anda sendiri, bukan orang lain. Tentu Anda sudah mengetahui mana pekerjaan yang membuat Anda enjoy dan mana yang tidak. Anda bisa memusatkan perhatian pada pekerjaan, yang akan membuat semangat Anda meningkat dan lebih fun mengerjakan tugas.

* Jangan pernah mengatakan 'Hari ini saya harus pergi kerja'

Jika Anda mengatakan, 'saya harus pergi kerja', berarti Anda tidak suka pekerjaan Anda. Cobalah mengatakannya dengan gaya yang lain atau tempo yang lebih riang. Misalnya, saya dalam perjalanan menuju ke kantor atau hari ini adalah hari yang indah untuk bekerja. Apa saja yang menurut Anda lebih enak dikatakan.

* Membuat pekerjaan membosankan menjadi menarik

Anda dapat mencari jalan keluar untuk membuat pekerjaan Anda menjadi menarik di mata Anda. Semakin Anda bersemangat dan menanamkan pikiran positif dibenak Anda, untuk membuat pekerjaan Anda tidak membosankan, waktu Anda tak akan habis di dalamnya. Mereka yang selalu menghadapi pekerjaannya dengan cara positif, hampir selalu menjadi orang yang sukses.

* Belajar mengatakan tidak

Salah satu hal yang membuat diri Anda terlibat dalam masalah adalah komitmen yang terlalu banyak. Janganlah berusaha menjadi pahlawan, dengan selalu mengatakan 'ya' terhadap tugas-tugas lainnya. Anda akan merasa sakit hati karena banyak sekali pekerjaan yang harus Anda lakukan. Trik untuk menghindarinya adalah memutuskan saat yang tepat untuk mengatakan ya dan tidak.

* Memperkuat kehadiran Anda

Inti dari kehadiran Anda yang kuat adalah merasa nyaman dengan keberadaan Anda dan Anda mengetahui di mana menempatkan diri. Bila Anda memilikinya, orang yang berada dekat dengan Anda akan merasa bahwa Anda benar-benar ada disana dengan mereka. Cara untuk memperkuat kehadiran Anda adalah dengan mempertajam konsentrasi dan menyelesaikan stres Anda. Pusatkan perhatian Anda dan berusaha untuk menghentikan pikiran Anda yang mengembara.

Pada akhirnya, 'temukan keseimbangan Anda'. Jika Anda merasa di ujung tanduk, mulailah mengevaluasi prioritas yang berbeda dari pekerjaan. Mulailah menjadwalkan kegiatan Anda. Coba ngobrol dengan mereka yang tidak terkena stres dan Anda akan menemukan bahwa mereka memiliki hidup yang seimbang. Ini berarti, walaupun mereka bekerja keras, mereka tetap memiliki kehidupan lain di luar pekerjaannya. Fokuskan pikiran Anda bahwa *life is wonderful* apa pun yang Anda kerjakan. Nah, jika stres Anda sudah berhasil diatasi, Andapun lebih leluasa untuk menambah sukses! Good luck!

[*]

Artikel lainnya

- Unsur Utama Atasi Pertentangan
- Jadilah Pendengar Aktif !
- Sukses dengan EQ!
- Rambu-rambu Persahabatan di Kantor!
- Lima Disiplin Dalam Proses Belajar



Astaga Channel :

Finance | HidupGaya | Info Tol | Kafegaul | Karir | Layer | Musik | Pemilu | Sport | Travel | Warta

Astaga Services :

Astrologi | E-Cards | Forum | Games

© 2003 IMT. Hak cipta dilindungi undang-undang.

Channel

Finance
HidupGaya
Info Tol
Kafegaul
Karir
Layer
Misteri (New)
Musik
Pemilu (New)
Sport
Travel
Warta

Services

Astrologi
E-Cards
Forum
Games
Kontes
Mobile (New)

Menyambut ultah
website
astanarium.co.id

Eh.....



Powered by

IMT

Karir

Hot Job

Tips & Trik

Kirim Lowongan

polling

Minta naik gaji enaknya.....

Langsung menghadap
boss...

Mending nunggu dulu

Enaknya lewat gosip aja

Bingung ah...

Pilih !

Hasil Perhitungan

JAKARTA - YOGYAKARTA PP**ARGO LAWU**

Eksekutif Rp 185.000,-
(berlaku hari Jum'at s/d minggu)

Tarif Diskon Rp 165.000,-
(berlaku hari senin s/d kamsis)

Tarif sudah termasuk biaya asuransi,
tuslah (pelayanan tambahan) berupa :
siang : makan siang, minuman sore, bantal
malam : snack berat, minuman pagi : kopi/teh, bantal

Jadwal Perjalanan

Gambir - Yogya	- Solobalapan	Solobalapan - Yogya	- Gambir
20.55	03.43	04.30	08.30 09.16 16.10

ARGO DWIPANGGA

Eksekutif Rp 185.000,-
(berlaku hari jum'at s/d minggu)

Tarif Diskon Rp 165.000,-
(berkalu hari senin s/d kamsis)

Tarif sudah termasuk biaya asuransi,
tuslah (pelayanan tambahan) berupa :
siang : minuman pagi : kopi/teh, makan siang, minuman sore,
bantal
malam : snack berat, minuman pagi : kopi/teh, bantal, selimut

Jadwal Perjalanan

Gambir - Yogya	- Solobalapan	Solobalapan - Yogya	- Gambir
08.00	15.11	16.00	21.00 21.50 05.03

B I M A

Eksekutif Rp 140.000,-
(Tarif Gambir - Yogyakarta)

Tarif sudah termasuk biaya asuransi,
tuslah (pelayanan tambahan) berupa :
makan malam dan minum pagi, bantal, selimut

Jadwal Perjalanan

Jak.Kota - Yogya - Sb.gubeng	Sb.gubeng - Yogya - Jak.kota
17.40 01.57 07.00	18.15 23.27 07.24

TAKSAKA

Eksekutif Rp 150.000,-
(berlaku hari jum'at s/d minggu)

Tarif Diskon Rp 140.000,-
(berlaku hari senin s/d kamsi)

Tarif sudah termasuk biaya asuransi,
tuslah (pelayanan tambahan) berupa :
siang : makan siang, minuman sore, bantal
malam : snack berat, minuman pagi, bantal, selimut.

Jadwal Perjalanan

Gambir - Yogyakarta	Yogyakarta - Gambir
07.05 - 14.54	20.00 - 03.56
20.20 - 04.34	10.00 - 17.41

FAJAR/SENJA UTAMA YOGYA

Bisnis (dewasa) Rp 70.000,-
Bisnis (anak) Rp 56.000,-

Tarif sudah termasuk biaya asuransi

Jadwal Perjalanan

Pasarsenen - Yogyakarta	Yogyakarta - Pasarsenen
06.00 - 14.13	08.00 - 15.56
19.55 - 05.03	18.30 - 03.22

Keterangan selengkapnya dapat menghubungi :
Stasiun Gambir (021) 121, 3862362,
Layanan ATM di Jakarka (021) 4221122
Yogyakarta (0274) 514270

Jadwal Praktek

Hari Selasa

[Home](#)
[Profile](#)
[Fasilitas](#)
[Daftar Dokter](#)
[Jadwal Praktek](#)

NAMA DOKTER	JAM PRAKTEK	NAMA DOKTER	JAM PRAKTEK
<i>Thamrin .M , Dr</i>	07.00 - 08.00	<i>Mustafa K , Dr</i>	07.00 - 10.00
	12.00 - 14.00		
<i>Anida Syafril , Dr</i>	08.00 - 11.00	<i>Hartono A , Dr</i>	08.00 - 10.00
			16.00 - 19.00
<i>Averdi Roezin , Dr</i>	10.00 - 12.00	<i>Madyana D , Dr</i>	14.00 - 16.00
<i>Helmi , Dr</i>	14.00 - 16.00	<i>Endang M , Dr</i>	12.00 - 14.00
<i>Faizal Z. , Dr *</i>	07.00 - 08.00	<i>Zainal A , Dr</i>	10.00 - 12.00
<i>Zainul A. D , Dr</i>	16.00 - 18.00	<i>Yustimar J , Dr *</i>	19.00 - 22.00
<i>Bambang H , Dr</i>	13.00 - 15.00	<i>Dafril S , Dr</i>	17.00 - 19.00
<i>Efiaty S , Dr *</i>	11.00 - 13.00	<i>T.D. Roestam , Dr</i>	19.00 - 22.00
<i>Purnaman , Prof. DR</i>	16.00 - 22.00		

[Senin](#) | [Selasa](#) | [Rabu](#) | [Kamis](#) | [Jumat](#) | [Sabtu](#) | [Dokter Gigi](#)

Jl. Proklamasi No. 43 Jakarta Pusat 10320
 Telp : +62-21-3900002 (Hunting) Fax : +62-021-3900947
 E-mail: rsprok@indo.net.id

© 2001 PT Usindo Global Usaha



[company profile](#) | [our services](#) | [hosting features](#) | [terms & policies](#) | [price list](#) | [our clients](#) | [FAQ](#) | [contact us](#) | [recently news](#)

Layanan

Web Hosting (Penempatan nama domain alamat web di Internet)

Kami menerima permintaan untuk penempatan dan pendaftaran nama domain alamat web untuk terdaftar di dunia internet

Sebelum hosting, Anda membutuhkan domain (alamat di internet) seperti <http://www.namaperusahaan.com>, [namaperusahaan.net](http://www.namaperusahaan.net) atau [namaperusahaan.org](http://www.namaperusahaan.org). Domain *.com adalah untuk perusahaan komersial, *.net untuk penyedia jasa internet dan *.org untuk organisasi non-profit. Domain ini bisa langsung Anda pesan ke Internic melalui situs www.register.com atau lewat kami dengan biaya yang sama: **US\$75** per dua tahun, **US\$35** per tahun sesudahnya. Hosting adalah fasilitas tempat menyimpan file-file, gambar, foto dll di server. Usindo yang berbasis di San Fransisco, AS, memberikan fasilitas terbaik untuk hosting. Dalam 1 x 24 jam, website Anda sudah aktif dan bisa diakses dari mana pun. Kalau anda belum memiliki domain sendiri, kami siap membantu mendaftarkan sesuai dengan pilihan anda. Apakah itu domain **.com**, **.co.id**, **.web.id**, **.net**, **.org** dll

Web disain (Perancangan Web Site)

Kami menerima permintaan untuk pembuatan homepage dan mendesain web untuk klien-klien yang memakai layanan hosting di kami atau Umum

Website atau **Homepage** adalah identitas dan citra suatu lembaga, korporat atau personal di world wide web. Tim kami untuk menangani Web Design ini berasal dari berbagai kalangan dan bidang: web designer, web programmer, pengamat branded, praktisi komunikasi hingga pengamat sosial budaya yang akan mencoba menghadirkan website yang sesuai dengan kebutuhan dan tuntutan zaman.

Ada dua jenis website yang bisa dipilih sesuai dengan kebutuhan Anda.

Website Statis

Memakai program HTML/Javascript yang tidak membutuhkan input/update data setiap saat atau tiap hari. Untuk menampilkannya dilakukan dengan proses upload melalui ftp ke hosting. Untuk jenis website ini perubahan dan updatingnya mungkin hanya reguler, tiap minggu atau tiap bulan. Website jenis ini cocok untuk website kategori **company profile**, **informasi bisnis**, **pusat penelitian**, **perpustakaan**, dan sebagainya.

Website Interaktif

Memakai HTML/Javascript tapi juga membutuhkan input data base sehingga menjadi web interaktif. Anda bisa setiap saat (ingat, setiap saat) untuk memperbarui isi website. Proses pengiriman data ke hosting bias dilakukan dengan ftp atau adminpage yang dibuatkan secara tersendiri. Website jenis ini cocok untuk website kategori **toko online**, **akomodasi**, **ticketing dan portal berita**. Secara umum, cara kerja untuk membangun website database jauh lebih rumit dibanding website HTML sehingga dari segi biaya, website database lebih mahal.

indokado.com

bunga cakes fruitbaskets giftbaskets nasitumpeng balon add-ons

HALAMAN DEPAN

[Tentang IndoKado](#) | [Metode Pembayaran](#) | [Kebijaksanaan Kami](#) | [FAQ](#)
[Wilayah Pengiriman](#)

ORDER BY PHONE

(021) 546-8669

Ext: 802

Order by Fax:

(021) 5420-1926

(Senin-Sabtu 08.00-
17.00 WIB)

Order by HP/ SMS:

0811-177719

Order by email:

indokado@cbn.net.id

(24 jam)

Portofolio:

1 | 2 | 3 | 4 | 5 | 6 |
 7 |
 8 | 9 | 10 | 11 | 12 |
 13 | 14 | 15 | 16 |

**Tips Merancang
Perkawinan:**

- **Jangan Keliru**
- **Memilih Florist**
- **Memilih Lokasi Resepsi**



Kirim ke Indonesia:

>>>>BY EVENT<<<<



Klik!

International:

NEGARA TUJUAN



Klik!

Memilih Lokasi Resepsi yang Tepat

By Patricia Lee

Memilih sebuah lokasi resepsi yang tepat mungkin bisa menjadi bagian yang makan waktu terlama dari keseluruhan perencanaan Anda. Anda dan tunangan Anda harus memikirkan tentang jenis resepsi yang Anda inginkan, waktunya, tingkat keformalannya, suasana dan mungkin tema khusus, dan sebagainya... (jangan hanya terpaku kepada hall perjamuan karena sebetulnya masih ada fasilitas taman di luar ruangan, museum, bangunan istana bersejarah, kilang anggur, taman...).



Di bawah ini dijelaskan beberapa kemungkinan beserta apa yang harus dipertimbangkan ketika memilih lokasi resepsi. Tapi pada akhirnya, setelah mempertimbangkan segala pro dan kontra dari bermacam lokasi yang berbeda, hanya Anda yang dapat menentukan fasilitas mana yang dapat memenuhi kebutuhan Anda.

Lokasi On-Site

On-site artinya lokasi tersebut memiliki hampir semua yang Anda butuhkan: makanan, minuman, staf, meja-meja, porselen, dan kadang-kadang juga bunga, musik, dan kue. Lokasi sejenis ini misalnya hotel-hotel, restoran, klub, dan hall catering. Beberapa gereja dan pusat komunitas tertentu mungkin juga mempunyai fasilitas on-site. Pilihan ini sangat populer pada sebagian besar pasangan karena kemudahan dan kenyamanannya, sebagai one-stop-shopping. Jika Anda merencanakan acara besar-besaran, mungkin ini dapat menjadi pilihan yang terbaik. Biasanya fasilitas seperti ini memiliki pengatur perjamuan yang berpengalaman dalam mengatur resepsi pernikahan dan dapat bekerja dengan Anda untuk mengkoordinasi semua detail. Dengan demikian, Anda memperoleh kenyamanan dari one-stop-shopping, tapi resikonya Anda kehilangan fleksibilitas. Mungkin Anda dibatasi untuk hanya menggunakan fasilitas yang tersedia disana. Mungkin Anda juga tidak diizinkan untuk membawa kue dan bunga Anda sendiri.

Lokasi Off-Site

Lokasi off-site adalah lokasi yang tidak menyediakan fasilitas pelayanan. Anda hanya menyewa lokasinya dan menyediakan segala sesuatunya sendiri. Beberapa catering dapat menyediakan sebagian besar yang Anda butuhkan disamping makanan dan minuman, tapi mungkin catering lainnya tidak. Memilih lokasi off-site berarti Anda dapat bertindak kreatif dalam memilih dan mengkoordinasi segala detail. Mencari pelayanan dari seorang konsultan acara pernikahan akan sangat membantu.

Resepsi menggunakan Tenda

Tenda pesta adalah sebuah keharusan untuk perayaan di rumah, di taman, di lokasi alam terbuka yang indah, atau di istana bersejarah. Tenda dapat sebesar yang Anda inginkan - dengan bagian terbuka di bawah atap melengkung, jalan kecil, tempat lilin, lantai papan, dengan AC... Terkadang biaya yang diperlukan sedikit lebih besar karena semua perlengkapan yang dibutuhkan disewa atau dibeli secara terpisah.

Merancang lokasi Anda sendiri dapat dilaksanakan dan beberapa hal untuk dipertimbangkan adalah:

- Tenda cukup besar untuk menampung seluruh tamu (ukuran 60x60 cukup untuk 200 tamu)
- tenda-tenda tambahan untuk upacara, memasak, toilet
- Generator untuk perlengkapan musik dan seluruh peralatan memasak, penghangat/pendingin, pencahayaan
- Perlengkapan tambahan untuk memasak, peralatan sound, toilet portabel
- Lantai dansa, alas tanah
- Kursi, meja, linen, piring porselin, piring cepet, barang-barang pecah-belah lainnya
- Staf pelayanan yang lengkap dan personel pengawas jika diperlukan untuk keamanan
- Ijin-ijin yang diperlukan dari lingkungan setempat

Lokasi yang Unik

Anda tidak harus terikat pada tempat-tempat resepsi tradisional. Dengan perencanaan yang matang, perayaan Anda dapat juga digelar di tempat-tempat yang tidak biasa, misalnya puri, yacht atau kapal pesiar, galeri, museum, perkebunan, kilang anggur, ranch, arena balap, theater, taman hiburan, kebun binatang, cagar alam, kebun raya, istana tua, kampus... Selain menawarkan pesona tersendiri yang unik, perencanaan ekstra juga dibutuhkan untuk mengatasi kalau-kalau beberapa fasilitas tertentu tidak tersedia di lokasi, seperti juga logistik dan transportasi, serta kemudahan dijangkau oleh para tamu. Soal harga juga harus dipertimbangkan. Lokasi-lokasi seperti itu sering digunakan untuk pernikahan bertema. Jika yang ada di pikiran Anda adalah sebuah pesta yang benar-benar unik dan menggunakan imajinasi terjauh Anda, mungkin sebaiknya Anda dapat menyewa seorang profesional untuk menangani resepsi perkawinan Anda.

Beberapa Ide Menarik Lainnya dan Sedang Trend:

- Sajian makanan dan minuman lebih ringan: unggas, makanan laut, dan sajian vegetarian, pusat makanan, dan makanan tradisional; popularitas pada bir dan "white bar" (anfur, sampanye, gin, rum, dan vodka); sebuah bar espresso pada saat cuci mulut
- Pesta koktail.
- Lebih sedikit makanan dan memperbanyak hiburan: karaoke yang menyenangkan, karikaturis, pelawak, peniru gaya, penari, DJ yang kreatif, beragam musik untuk fase-fase yang berbeda dari resepsi.
- Food and Drink are lighter: poultry, seafood and vegetarian meals, food station and ethnic dishes; popularity in beer and "white bar" (wines, champagne, gin, rum, vodka); an espresso bar at dessert time.
- Cocktail Party: Popular in larger cities
- Less Food More Entertainment: Fun karaoke, caricaturists, comedians, impersonators, line dances, creative DJs, variety of music for different phases of the reception
- Not following traditions: No receiving line, no head table, creative entrances and exits from the wedding couple, unique guest favors such as chocolate truffles and tree seedlings
- Themes: Everything down to the last detail is based on a theme from a period, ethnic or design motif Wedding cakes and groom cakes in a variety of shapes, flavors and colors that are filled with fruit or mousse
- Fun-filled weekend or multiple receptions: a series of parties and events for the wedding guests; perfect for those with many out-of-town guests; Brunch with the Bride and Groom before departing on their honeymoon

ADA pertanyaan lain? Telepon: Maria Nurani - (021) 546-8669 Ext: 802 (HARI & JAM KERJA) atau email: indokado@cbn.net.id

Beritahu Teman tentang IndoKadoCom

PT Indonesia Global Gema Gemilang TM

Blok C3 No. 1, Taman Kebon Jeruk, Jakarta Barat (11530)
Kelapa Puan XIX Blok AJ IV/8, Gading Serpong, Tangerang (15325)
Telp: (021) 546-8669 & 5420-1926 (jam & hari kerja)
Fax: (021) 546-8669 E-mail: cs@indokado.com (24 jam)
Design by grafisdirumah ©2000 All Rights Reserved

Gado-Gado

Bahan:

- 50 gram tauge, buang akarnya, seduh dengan air mendidih, tiriskan
- 150 gram kangkung, potong, rebus, tiriskan
- 150 gram bayam, petik daunnya, rebus, tiriskan
- 200 gram pare, buang bijinya, rebus
- 1 buah labu siam, rebus
- 1 buah tahu, goreng
- 1 potong tempe, goreng
- 1-2 sdm bawang goreng
- 3 butir telur, rebus, kupas
- emping dan kerupuk

Bumbu Saus:

- 200 gram kacang tanah, goreng
- 2 buah cabai merah
- 5 buah cabai rawit
- 1 sdt garam
- 1/2 sdt terasi
- 200 cc air matang

Cara Membuat:

- Saus: semua bahan saus kecuali air matang, dicampur dan diulek halus. Setelah halus, baru masukkan air matang. Aduk rata kemudian masak sampai mendidih sambil diaduk, angkat.
- Campur Saus, sayuran, tahu dan tempe, aduk rata
- Hidangkan dalam piring, tambahkan potongan telur, taburi bawang goreng dan remasan kerupuk atau emping di atasnya.

Untuk 3-4 orang

Catatan: bahan saus yang telah dihaluskan boleh dididihkan dengan 350 cc santan encer atau air. Saus ini lebih tahan lama karena seluruh bumbunya matang

[Sebelumnya](#)[Menu](#)[Selanjutnya](#)

Receptive skills: Stages based on natural reading behaviors

Stage and task	Sample Activities	Reading behaviors involved
Pre-reading: retrieve schemata	Brainstorming, discussing (in L1 or L2) based on real-world knowledge regarding content OR text type	Guessing/predicting, activating general and linguistic knowledge base
Global reading: identify and order topics (“map the text”)	Look at headings and titles; “block” the page; determine topics and their order	Confirming guesses through skimming
Reading for specific information / supporting details	Within each “block” identified in the Global stage, find elements providing specific facts or supporting the argument	Scanning for targeted information
Linguistic activities: focus on form	Decode unknown words and phrases using contextual clues and support from instructor; work with language in isolation from text to discover patterns and rules; identify discourse connectors	Meta-linguistic language work (not equivalent to reading)
Post-reading: move towards production	Use the text as a departure point for a communicative activity related to the text’s real-world purpose, recycling some of the language of the text in productive mode	(Student products may be read by other students)

CLASSROOM OBSERVATION/ CRITIQUE WORKSHEET

HOW WAS THE TIME SPENT? (keep it simple!)

For useful ways to describe classroom activities, see Brown pp. 142-143.


WHAT 3 ACTIVITIES DID YOU FIND MOST APPEALING OR EFFECTIVE? WHY?

SUGGESTIONS FOR THE RE-DESIGN OF ANY ACTIVITY THAT YOU SAW?



**COTIM 2003
PREPARATORY SESSIONS
JUNE 2-6, 2003**

Textbook Adaptation: Take What You Need and Leave the Rest

Task-based	Communicative	Personalized
Think Assessment First:		
<ul style="list-style-type: none"> Extract context and function from your text. Remember to target functions appropriate to level. Set text aside. Think of one task in each skill area that you can give students on the test (you can design it more specifically later). If tests are shared among sections, you'll have less freedom, but you <i>can</i> manage it if a group of you are interested. 		
Design Training in the Skills to be Tested		
<ul style="list-style-type: none"> Start at the end: design an open-ended communicative task that uses the skills you are teaching; see "Ingredients" below. Think the task through so you will be able to explain and model for students. You may want a closed-ended skill-using activity as an intermediary step between skill-getting and open-ended skill-using. On the test, the tasks you give students are probably going to tend toward being closed-ended. Design skill-getting activities; see "Ingredients" below 		
Before Classroom Implementation, do Pre-Activities		
<ul style="list-style-type: none"> Allow students a chance to activate background knowledge. ("5 words about temperature? 5 kinds of weather?") Students can train each other. (Collective brainstorming.) Coordinate the flow of information: Are forms needed for the activities? (Maybe everyone can draw their own...?) 		
Possible Ingredients for:		
Skill-getting Activities (teacher is actively involved, gives input)	Skill-using Activities (teacher becomes consultant)	
<ul style="list-style-type: none"> Teacher presents two objects, describes one, students guess Listening for information with "<i>i+1</i>" (for example, "The weather in my home town is very <i>arid</i>; it rains very little") Drawing pictures/ cartoons; comparing results; guided retelling Practicing mini-dialogues Collectively hunting for information in a text or set of texts (For receptive skills, hard to distinguish skill-getting / skill-using)	<ul style="list-style-type: none"> Pairwork: getting information from one other person Pairwork: searching for a person, for instance the person who drew a particular picture Class interview for personal info Ordering: by some feature: greatest to least degree of interest in a pastime, length of time since..., frequency of..., etc. Group-work: AAA,BBB,CCC-->ABC,ABC,ABC 	
		COTIM 2003 PREPARATORY SESSIONS JUNE 2-6, 2003

Adaptasi Buku Teks: Ambil yang Diperlukan dan Tinggalkan Lainnya

<i>Task-based</i>	<i>Communicative</i>	<i>Personalized</i>
Pertama-tama Pikirkan Penilaian:		
<ul style="list-style-type: none"> • Saring konteks dan fungsi dari teksnya. Jangan lupa menetapkan fungsi yang sesuai dengan tingkatnya. Kesampingkan teksnya. • Pikirkan tugas untuk tiap bidang ketrampilan yang bisa diteskan pada mahasiswa (Anda bisa merancangnya lebih khusus kemudian). • Jika tesnya digunakan antar-kelas, ada sedikit keleluasaan saja, tetapi tesnya <i>bisa</i> diatur kalau kelompok Anda berminat. 		

Rancang **Pelatihan** Ketrampilan-ketrampilan yang akan Diuji

<ul style="list-style-type: none"> • Mulai dari belakang: rancang tugas komunikatif bebas yang memakai ketrampilan-ketrampilan yang diajarkan; lihat “bahan-bahan” berikut. Pikirkan tugasnya baik-baik agar Anda bisa menjelaskan dan mencontohkannya kepada siswa. • Anda bias merancang kegiatan pengguna ketrampilan yang terbatas sebagai langkah penengah antara pemerolehan ketrampilan dan penggunaan ketrampilan yang bebas. Dalam ujian, soal-soalnya mungkin cenderung mengarah pada tugas komunikatif yang terbatas. • Rancang kegiatan-kegiatan pemerolehan ketrampilan; lihat “bahan-bahan” berikut
--

Sebelum Pelaksanaan di Kelas, lakukan **Pra-Kegiatan**

<ul style="list-style-type: none"> • Beri siswa kesempatan mengaktifkan pengetahuan latarnya. (“5 kata tentang suhu? 5 jenis cuaca?”) • Siswa bisa saling melatih. (<i>brainstorming</i> kelompok.) • Koordinasikan arus informasi: Apakah kertas kerja diperlukan untuk kegiatan ini? (Mungkin tiap siswa bisa membuatnya sendiri...?)
--

Bahan-bahan yang Bisa Dipakai untuk:

Kegiatan Pemerolehan Ketrampilan (guru aktif terlibat, memberikan masukan)	Kegiatan Penggunaan Ketrampilan (guru menjadi konsultan)
<ul style="list-style-type: none"> • Menebak dengan kartu bergambar atau gambar atau denah • Menyimak informasi dengan “i+1” (for example, “Kampung halamanku kering <i>kerontang</i>; hujannya sedikit sekali”) • Menggambar/ membuat kartun; membandingkan hasil; Mengulangi cerita terpinpin • Berlatih percakapan-percakapan pendek • Bersama-sama berburu informasi dalam sebuah atau sekumpulan teks (untuk ketrampilan reseptif, sulit dibedakan kegiatan pemerolehan ketrampilan/ penggunaan ketrampilan) 	<ul style="list-style-type: none"> • Berpasangan: mendapatkan informasi dari pasangan • Berpasangan: mencari seseorang, misalnya, orang yang membuat gambar tertentu • Wawancara kelas untuk emndapatkan informasi pribadi • Membuat daftar urutan berdasarkan kriteria tertentu: hal yang paling diminati ke hal yang paling kurang diminati, durasi waktu, umur kakak, dll. • Kerja kelompok: AAA,BBB,CCCC→ABC,ABC,ABC

**Appendix 2: English translations of COTIM 2003 evaluation forms
returned by participating tutors**

Question 1: Hal atau aspek yang mana yang paling Anda sukai?
What things or aspects did you find most helpful?

Question 2: Menurut Anda, bagaimanakah program pelatihan tutor dapat ditingkatkan?
In your opinion, how could the tutor training program be improved?

person	rating	question 1: most helpful?	question 2: how to improve?
1	5	<ul style="list-style-type: none"> The aspect that I liked the best was the way he taught, always paying attention to all the tutors and providing many easy examples so that the groups of tutors could understand them. The language that was used was very communicative and easy to understand. Much use of equipment like videotapes and VCD. 	<ul style="list-style-type: none"> In my opinion, this program was very good. If it were possible to have trainings such as this more often (at minimum twice a year) so that tutors could better obtain teaching methods such as those offered by Mr. Stephen Fleming. Thanks very much to Mr. Stephen; I will never forget him.
2	4	<ul style="list-style-type: none"> way of teaching / way of explaining Able to give the class a relaxed atmosphere such that we were not bored and we could understand the explanations. new and creative ideas 	<ul style="list-style-type: none"> Control of time. Increase the time for the tutors to practice theory that they have received; then evaluate together. The speaker could make endeavor to make better use of the participants' preexisting potential.
3	4	<ul style="list-style-type: none"> Preparedness of the speaker and the way he presented the materials 	<ul style="list-style-type: none"> In my opinion, in general everything was very good, but it would be even better if the workshop were stretched over an additional day.

person	rating	question 1: most helpful?	question 2: how to improve?
4	4	<ul style="list-style-type: none"> • The methods, the materials, and especially the language of the instructor (Prof. Stephen Fleming) could be understood and he could answer the questions of the tutors to our satisfaction. • I liked the materials that presented reading, writing, listening, and speaking in an intensive way — the international method [sic]. • The active atmosphere of the class, which was fully supported by the instructor and the coordinators and even the president of COTIM. • The freedom of the tutors as well as the participating students to improvise. 	<ul style="list-style-type: none"> • In my opinion, the workshop was quite good, but we would like to propose that the “practice” portion (instructional practice) could be increased to two sessions.
5	4	<ul style="list-style-type: none"> • The way of teaching was very clear. The language that was used was easily comprehensible. The materials were given out could readily be grasped. 	<ul style="list-style-type: none"> • The tasks that were done by the participants could have been revisited and evaluated so that the participants would know the outstanding features and the flaws of each.
6	5	<ul style="list-style-type: none"> • The explanations regarding the application of the OPI [Oral Proficiency Interview]. • Strategies for language teaching (pre-reading up to post-reading activities) • Methods for text adaptation. 	<ul style="list-style-type: none"> • Increase practice time • It would be more profitable if the strategies for language teaching that were being developed by Mr. Stephen [sic] were [explicitly] supported by language acquisition theory. This is important for the tutors and for teacher trainers in UNSRAT and UNIMA. • The video on shadowing [“Shadowing and Summarizing”] would be better if it were joined to the exercises that Mr. Stephen Fleming led.
7	4	<ul style="list-style-type: none"> • The language that was used was easy to understand • The teaching methodology was good and fitting for application in the teaching of language • The way of teaching was good and very expressive 	<ul style="list-style-type: none"> • The workshop was so brief that the material seemed pretty dense for each day • It might be better if the materials were presented in book form rather than page by page [in handouts]

person	rating	question 1: most helpful?	question 2: how to improve?
8	4	<ul style="list-style-type: none"> The way of teaching was very interesting and the language used was simple and easily understood with an appropriate speed of delivery (neither too fast nor too slow) The way of learning through listening (video) 	<ul style="list-style-type: none"> Increase the amount of time so that all the tutors can practice the language teaching methodology before class and discuss it together
9	5	<ul style="list-style-type: none"> The teaching method was full of variety and very creative A great number of ideas were presented The way of presenting materials was very good. I was able to learn a lot of things from him. 	<ul style="list-style-type: none"> The time devoted to practice was too brief. It would be better if time were set aside to evaluate how the tutors could best make use of these materials. The best way to do this would be practice teaching by all the tutors so that the shortcomings in each tutor's practice could be improved.
10	3	[translator was unable to read handwriting]	[translator was unable to read handwriting]
11	4	<ul style="list-style-type: none"> method of teaching way of teaching (intonation, cadence) 	Translation from English to Indonesian
12	4	<ul style="list-style-type: none"> Aspects of the method that was used The way of teaching and language that was used was very accessible [memukan? memuhan?] so that it could be understood The simplicity in the approach that was used was very good 	<ul style="list-style-type: none"> Give more time for the tutors to put forward their ideas and opinions in discussions Supply tutors with practice on the internet so that their insights could be greater [wider] More time used to learn from "the world" (for example, observation in Tomohon) Distribute instructor-created materials not only [created by] one person but [by] more than one [?? not sure what participant are referring to]

PROGRAM EVALUATION: COTIM 2001

David Hipple
September 2001

It was my pleasure to visit the COTIM program at UNSRAT (Universitas Sam Ratulangi) in Manado July 23–27, 2001, during the seventh week of the ten-week advanced study abroad program. As part of my evaluation, I conducted the following activities:

- interviewed Jim Collins, former COTIM director, on April 18 when he visited the University of Hawai'i;
- attended COTIM classes each day during my July 23–27 site visit, including a guest lecture by a musicologist and an excursion to a local public school;
- facilitated three group meetings with the COTIM students, including a lunch sponsored by the program in a Manado restaurant;
- conducted a personal interview with all 17 students in the program (one student left the program for medical reasons before my arrival and was not interviewed as part of this evaluation);
- visited three student home stay accommodations;
- met with COTIM director Dustin Cowell in a daily basis;
- met with UNSRAT director Sylvia Rogi;
- met with UNSRAT/COTIM administrative staff at a lunch sponsored by the program in a Manado restaurant;
- conducted informal discussions with the COTIM instructors (many of them had limited English proficiency and formal interviews were not feasible);
- conducted a seminar on two afternoons on foreign language teaching methodology for COTIM instructors and staff (an interpreter was provided);
- conducted a follow up interview with one of the COTIM 2001 students on September 4 at the University of Hawai'i;
- corresponded with Dustin Cowell by email after my site visit for feedback on the final weeks of COTIM 2001.

Executive summary

The COTIM program is alive and well. The 2001 program had 18 students, an increase over the number of participants in recent years. Despite health problems, the COTIM 2001 participants were largely satisfied with their study broad experience; six were very satisfied, nine were mostly satisfied, and two expressed dissatisfaction. (One student left the program for medical reasons before my arrival and was not interviewed as part of this evaluation.)

After having been relocated to Malaysia in 1998 and 1999 because of political instability in Indonesia, the COTIM program lost some momentum as the number of participants declined. The program returned to Indonesia in 2000; 2001 was the second consecutive year that COTIM has been conducted in Manado, and the number of participants is on the increase. Thus, it seems fair to say that the COTIM program is in a period of consolidation and growth. Based on this assumption, my evaluation contains four principal

recommendations that appear below. Each point is addressed in more detail in a separate section following the summary.

Establish a partnership with a host institution.

A multi-year commitment needs to be made to an institution in Indonesia — for many practical and logistical reasons probably UNSRAT in Manado — to host COTIM. In-country issues critical to the long-term success of COTIM include:

- recruitment, selection, training, and retention of good instructors;
- recruitment, selection, orientation, and retention of good host families; and
- responsiveness from the host institution in support of administrative and facilities needs.

Until a multi-year commitment is made to a host institution in Indonesia, annual COTIM institutes will continue to be somewhat improvised and ad hoc rather than progressively building on previous accomplishments.

Provide administrative support for the director.

Arrangements need to be made for the COTIM director to have more support to assist in:

- recruitment, selection, and orientation of participants in the US; and
- administrative interface with the host institution and

participant maintenance with the COTIM students in Indonesia.

It is not possible for the director to be the only point of contact with the students and the host administration as well as to supervise teacher selection and training, and curriculum and materials development. Until the COTIM director has adequate assistance in the US and in Indonesia, the language program itself will not receive the careful attention it deserves.

Accommodate diverse student goals.

Provision needs to be made to accommodate the duality of the COTIM population, undergraduates primarily focused on language learning and graduates who are not only focused on language learning but on research and field work in their discipline. Until the program finds a way to satisfy both populations, there is likely to be lingering dissatisfaction and disappointment among the graduate students.

Expand the classroom-without-walls in the curriculum.

The instructional program has many positive aspects:

- guest speakers come to the students and the students go out into the field on a regular basis;
- student-teacher ratios are small;
- instruction is learner-centered — students nominate material and lead discussions; and
- instructors for the most part act as facilitators and do not dominate in the classroom.

Since COTIM is an advanced language program, more can be done to enhance the effectiveness of this approach. In addition to nominating articles and readings and leading class discussion, graduate students, especially, could introduce discipline-specific project work to their classmates. If interviews and events were videotaped in the field, students leading discussions could use their videotapes to introduce natural

listening input to their classmates and stimulate discussion. Also, if the class discussions themselves were videotaped, students would have the opportunity to review the tapes and use them in subsequent class meetings for remediation.

Establish a partnership with a host institution.

As long as the partnership with a host institution in Indonesia is handled on a year-to-year basis, annual COTIM institutes will continue to be somewhat improvised and ad hoc rather than progressively building on previous accomplishments. A two- or three-year contract with a host institution in Indonesia would allow COTIM to request more and expect more from the host.

The key question, then, is whether COTIM should stay in Manado and such a contract should be negotiated with UNSRAT, or whether COTIM should be relocated to another city and a contract negotiated with a different institution. This question has been a regular topic of discussion in COTIM circles. To summarize, COTIM requires a location that is:

- safe, stable, and healthy, particularly in light of the continuing political instability in Indonesia;
- student friendly, neither too large nor too small, and manageable even for students with little or no international experience; and
- “typically Indonesian,” nontouristy, and a good source of input of “standard” *Bahasa Indonesia*.

Of course, Indonesia is so diverse that there is no “typically Indonesian” location. That said, even though Manado is “atypically” Christian, it is a good location overall for COTIM, since, historically, its relative isolation has left it largely undisturbed by political instability. In COTIM 2001, except for a few students who wished for easier access to other regions of Indonesia for research and field work (see section four below on accommodating diverse student goals), the participants reported liking and feeling comfortable in Manado.

The unfortunate problem with Manado in 2001 was that an inordinate number of COTIM students were chronically afflicted with stomach-related illnesses. The reasons for the health problems were not clear, and COTIM students reported that a large number of Manado residents were themselves also chronically sick during the summer. Some students blamed the problem on poor sanitation in host family homes. Some said Manado, in general, had poor sanitation, pointing to a sanitation workers’ strike that was said to have exacerbated a rat problem. Some blamed the unseasonable weather as the cause of illness.

It is unfortunate that sickness effected student morale and probably also had an impact on students’ language learning, and if a problem with Manado, specifically, can be documented in public health records or other data, COTIM should probably relocate. Lacking such data, it is my recommendation that COTIM remain in Manado for the short term, at least.

Having made that recommendation, the question then becomes whether COTIM should continue its relationship with UNSRAT. The answer to that question, too, is probably “yes,” particularly since a new proposal to the US Department of Education for continued COTIM funding must be prepared and submitted this fall. It would be untimely to seek out a new institutional host at this time and to move COTIM yet again after having re-established itself at UNSRAT in Manado only two years ago.

My recommendation is that COTIM “up the ante” with UNSRAT by offering a two-year contract during which time UNSRAT would be under close scrutiny to see whether a multi-year contract would have a

positive effect on the quality of home stay placements and on retention and training of language instructors. The facilities at UNSRAT are adequate, although air conditioned classrooms, better access to AV equipment such as VCRs, and more integration of COTIM students into the UNSRAT community would certainly enhance the program. Funds for these initiatives might be requested in the next grant proposal and/or from UNSRAT as part of contract negotiations.

The COTIM director reported that UNSRAT administrators were not forthcoming about how COTIM monies were distributed within UNSRAT. Clear “sunshine requirements” and auditing procedures should be part of any multi-year contract with UNSRAT. Having said that, however, there must be no allusion that institutional corruption is a way of life in Indonesia; I suspect that certain questionable uses of funds come with the territory and may be very difficult to control.

Dr. Craig Dicker, the English Teaching Officer posted at the US Embassy in Jakarta, suggested that COTIM consider pursuing a partnership with a private rather than public institution of higher education. Dr. Dicker speculated that a private university might be more entrepreneurial and responsive to COTIM’s needs, and less bureaucratic and prone to corruption. On the other hand, private universities in Indonesia may have fewer resources and be less established and stable. This is certainly a notion to be pursued, however, should a long-term relationship with UNSRAT prove not to be viable. In this vein, it may also be worth looking into establishing some collaborative initiatives with the well established Australian *Bahasa Indonesia* programs operating in Indonesia. In summary, it is my opinion that relocating the program at this time would set it back two to three years until it could become re-established at a new site.

Provide administrative support for the director.

Dustin Cowell is a dedicated and hard-working director, but if the program is to mature, arrangements need to be made for the COTIM director to have more support to assist in:

- recruitment, selection, and orientation of participants in the US; and
- administrative interface with the host institution and participant maintenance with the COTIM students in Indonesia.

A number of COTIM 2001 participants indicated that they needed more advance communication stateside to facilitate their preparation for spending ten weeks in Indonesia. It is probably unreasonable, however, to expect the COTIM director to devote significant time during the academic year to recruitment, selection, and orientation of participants in the US. Therefore, it is my recommendation that a COTIM alumnus be hired as a student assistant to handle communication with applicants and future participants. COTIM does have a Web site, but the information provided is minimal and largely focused on the application process itself. A student assistant who is an alumnus of the program could expand and maintain the COTIM Web site and be an informed point of email contact for student inquiries.

One beneficial component that could be part of an expanded COTIM Web site is a yearbook prepared by the annual participant cohort and put on line the following fall by the student assistant. Peace Corps volunteers typically produce an annual country yearbook that includes general information, answers to frequently asked questions, and a personal letter from each volunteer. COTIM students could undertake a similar task as a final project, and since COTIM is an advanced language program, the yearbook could be produced in *Bahasa Indonesia* and thus constitute a valuable language learning experience. In an electronic format, the yearbook could even include audio and video files. It is my opinion that an enhanced Web site

and better handling of inquiries will not only result in higher participant satisfaction but also increase the number of students who actually participate in COTIM.

Once in Indonesia the COTIM director needs an administrative assistant to handle routine tasks with the host institution and COTIM participants. It is my recommendation that an alumnus of the program attend COTIM as a returnee in the capacity of administrative assistant. Such an assistant could facilitate early and frequent formative participant evaluation, identify potential problems, and enhance student satisfaction with curriculum, instructors, and home stays.

It is not possible for the director to be the only point of contact with the students and the host administration as well as to supervise teacher selection and training, and curriculum and materials development. Until the COTIM director has adequate assistance in the US and in Indonesia, the language instruction itself will not receive the careful attention it deserves.

Accommodate diverse student goals.

Provision needs to be made to accommodate the duality of the COTIM population, undergraduates primarily focused on language learning and graduates who are not only focused on language learning but on research and field work in their discipline. There can be no confusion about the fact that COTIM is a program for advanced language study and not personal research, but as COTIM moves toward a student-centered, project-oriented curriculum carried out in a classroom without walls (see section V below), it should be possible to incorporate more input from participants' target-language field experiences into the instructional program.

Currently, students nominate articles and lead content-based classroom discussions facilitated by the instructors. It should be possible to expand on this approach by encouraging students to nominate topics of personal or professional interest and make presentations and/or show video clips taped in the field to stimulate discussion and language learning in the classroom.

The COTIM director should consider supporting limited, target-language field projects conducted by graduate students. If small amounts of travel funds were allocated on the basis of vetted competitive proposals which included a required pedagogical component, i.e., the preparation of topical materials which would be the source of instructional classroom input, participant satisfaction with the program would be positively impacted and rich sources of authentic input would find their way into the classroom. In addition, those who feel isolated in Manado (see section II above) would have an official opportunity to broaden their horizons in Indonesia.

Until the program finds a way to satisfy both undergraduate and graduate populations, there is likely to be lingering dissatisfaction and disappointment among some graduate students. Rather than stifle students' pursuit of primary interests or create an unnecessary competition between language learning and research, field work should be co-opted into the language learning process and integrated into formal, student-initiated classroom instruction.

Expand the classroom-without-walls in the curriculum.

The instruction I observed at COTIM 2001 was generally good, though participants reported that quality varied from instructor to instructor. If the program becomes established at UNSRAT, recruitment, selection, training, and retention of good instructors will become easier and the quality of teaching should

improve (see section II above), especially if the director has more time to devote to the language program itself (see section III above).

In my seminar on foreign language teaching methodology for COTIM instructors and staff, I emphasized that instruction should:

- be task-based;
- develop connected discourse; and
- feature delayed error correction.

COTIM is an advanced language program. All students have had at least two years of formal instruction or the equivalent as a prerequisite to attending COTIM. Thus, students arrive in Manado with the ability to sustain basic conversations on daily topics. Therefore, COTIM should build a curriculum around such as tasks as narrating, describing, comparing, and reporting, and the best students should be primed to debate and develop the ability to state and support opinions. By empowering the students through asking them to nominate topics of personal or professional interest and make presentations and/or show video clips taped in the field to stimulate discussion and language learning in the classroom, COTIM sets the scene for students to engage in just such tasks.

Creating classroom situations for students to engage in tasks such as narration and description presents a natural opportunity for them to develop connected discourse, i.e., paragraphs. If interviews and events are videotaped in the field, students leading discussions can use their videotapes to introduce natural listening input to their classmates and stimulate task-based discussion at the target level. Yet, if instructors interrupt students to correct errors, the development of fluent connected discourse may be hampered. Since errors cannot be ignored, however, a critical methodological approach in carrying out linguistic tasks is delayed error correction, and if the class discussions themselves are videotaped, students will have the opportunity to review the tapes and use them in subsequent class meetings for remediation.

Currently, COTIM has a weekly lesson devoted exclusively to grammar. If the procedure described above is utilized, the grammar lesson can become a “grammar clinic” where student errors are “workshopped” as a class activity. In the grammar clinic actual student errors can be presented, the class can be asked to discuss and suggest possible corrections, and the instructor can follow up with the final word, providing additional corrections and explanations as necessary. Subsequently, students might revisit the discussion of a particular article or topic and practice the target functions as well as improve their precision by using in context the grammar forms they have workshopped in the grammar clinic. Finally, if classroom videotapes are archived, instructors, staff, and, in particular, students themselves will have a record of performance over the ten-week period. The uses of such video archives are many and range from pedagogical to motivational to remedial; how to use such raw material optimally begs the question of teacher training and professional development.

The COTIM instructors were for the most part well intentioned and dedicated to their task. If the director has more time to work intensively with the instructors, the day-to-day teaching will improve. For example, it was reported to me by the COTIM student I interviewed at the University of Hawai’i after the institute that instructors’ error correction approaches changed after the site visit as a result of my workshops for faculty. The director has the capacity to impact on instruction similarly, but his conflicting responsibilities currently distract him from working intensively with the instructors to monitor and impact on the quality

of teaching. If the program becomes established at UNSRAT, recruitment, selection, training, and retention of good instructors will become easier and the quality of teaching should improve (see section II above), especially if the director has more time to devote to the language program itself (see section III above).

An advanced, in-country second language program is truly the occasion to realize a classroom without walls. Those tasks which are difficult to teach and master artificially in the foreign language classroom at home can be acquired naturally in a program like COTIM. With some fine-tuning, COTIM in Manado has the capacity to expand the concept of the classroom-without-walls and make a good study abroad experience a great one.

**SITE VISIT REPORT: KHMER FOR FOREIGNERS — INSTITUTE OF FOREIGN LANGUAGES,
ROYAL UNIVERSITY OF PHNOM PENH, HOST INSTITUTION FOR ADVANCED STUDY OF KHMER
(ASK) PROGRAM**

*David Hipple
September 2003*

On behalf of the University of Hawai'i National Foreign Language Resource Center (NFLRC) and in association with the UH Center for Southeast Asian Studies (CSEAS) it was my pleasure to visit the Khmer for Foreigners Program at Royal University of Phnom Penh (RUPP) July 14–18, 2003. As part of my visit, I conducted the following activities:

- met with Steve O'Harrow and Flo Lamoureux (CSEAS Director and Associate Director) before and after my site visit;
- met with Chhany Sak-Humphry, UH Khmer professor and director of ASK (Advanced Study of Khmer) Program before and after my site visit;
- sat in on classes July 14–18;
- met daily with Khmer for Foreigners Director Soeng Phos and staff;
- conducted a three-session seminar on foreign language teaching and testing methodology for the Khmer for Foreigners faculty.

The site visit was coordinated with the University of Hawai'i CSEAS and Chhany Sak-Humphry, professor of Khmer at UH and director of ASK. The ASK Program is new, having been conducted for the first time in 2002 with funding from the UH CSEAS at the Khmer for Foreigners Program of the Institute of Foreign Languages, Royal University of Phnom Penh (RUPP). In 2002 three students participated in ASK. In 2003 five students were to have participated, but because of the SARS outbreak the ASK Program was cancelled. The UH CSEAS plans to resume its sponsorship and funding of the ASK Program in 2004, however, and the UH NFLRC thought it important to demonstrate its long-term commitment to Southeast Asian language programs and to study abroad. Thus, the NFLRC decided to follow through with its commitment to visit the Khmer advanced study abroad program in 2003.

Overview

I visited the Khmer for Foreigners Program of the Institute of Foreign Languages at RUPP the week of July 14–18. I attended classes and met daily with Soeung Phos, Director of the Khmer for Foreigners Program, and the instructors and conducted a three-session seminar on foreign language teaching and testing methodology. I was fortunate to have been able to meet Professor Phos prior to my visit to RUPP when he attended a seminar in Honolulu at the East-West Center earlier in the summer. It was especially fortuitous that Dr. Sak-Humphry, Professor Phos, and I were able to meet together in Hawai'i and discuss aspects of the nascent ASK program as well as plan details of my site visit.

The Khmer for Foreigners Program is a one-year, four-skill (speaking, listening, reading, writing) program. The course has four levels, and students meet 1.5 hours per day. The program has been offered since 1983 and attracts primarily members of the international community living in Phnom Penh, particularly

employees of NGOs (non-government organizations). I attended classes at various levels and saw all three of the Khmer for Foreigners instructors teach.

Since the ASK Program is an intensive, four-week program, Dr. Sak-Humphry and Professor Phos arranged a special curriculum for the ASK students. Of course, there was no ASK Program for me to observe in 2003, but I was informed that in 2002 it consisted of a combination of special tutorials as well as some regular Khmer for Foreigners course sessions.

I stayed at the Scandic Hotel, the same hotel where the ASK students were accommodated the previous year. The hotel was pleasant and comfortable; service was good, and the staff was particularly helpful. A student group from Northern Illinois University (NIU) was staying at the Scandic during my visit, and the NIU group was also quite satisfied with the hotel. The only drawback is that while the hotel is centrally located, it is a bit far from RUPP, which is on the edge of town. Like most local residents as well as the 2002 ASK students, I went to RUPP on a moped taxi. Moped taxis are plentiful in Phnom Penh and serve as the principal means of local transport, so despite the distance between the hotel and RUPP, it was not difficult to go back and forth.

In addition to my site visit to the Khmer for Foreigners Program at RUPP, I was also taken on a number of protocol visits. I visited the Royal Academy of Cambodia, a graduate institution in Phnom Penh that houses the Institute of National Language. I also visited Build Bright University, a non-serious-sounding institution but, in fact, a very serious, aggressive place full of young, energetic people who appear to be the future of Cambodia, as well as the Royal University of Fine Arts.

Instruction

I attended a representative sample of the Khmer for Foreigners Program classes during the week of July 14–18. The instructors were hard working and dedicated to their students and their work. Instruction tended to be quite traditional and teacher-centered, however, and there was little evidence of communicative- or performance-based methodologies in use. Instructional materials were also rather traditional. Until recent years, there were no Khmer materials for foreigners whatsoever, and school children's textbooks were used. In 1997 a set of Khmer for foreigners textbooks was published, and while these adult materials are certainly a great improvement over the children's texts, they are, again, quite traditional in their pedagogy.

Professional development

I conducted a three-meeting seminar with the Khmer for Foreigners faculty. We had introductory sessions on articulation and international performance or proficiency standards. Over a three-day period, we discussed how coordinating levels of instruction would enable us to send intermediate students from US programs to be taught in Cambodia with the goal of making them more proficient advanced-level users of the Khmer. We analyzed videotaped and live demonstration oral proficiency interviews and discussed implications for program placement and articulation.

Task- or function-based teaching and assessment was new to the Khmer for Foreigners faculty, and while they were quite receptive, the seminar was simply an introduction for them. Thus, I see a need for more comprehensive training for the Khmer for Foreigners faculty at RUPP to begin a process of strategic curriculum design, materials development, and assessment. Experience tells me that this need is not

specific to the Khmer program but is a regional need. Perhaps a collective, follow-up professional development initiative for the Southeast Asia programs should be considered so as to include other study abroad faculty in the region.

Next steps

Even though academic institutions in Cambodia are under-resourced and infrastructure is basic, advanced language study in Phnom Penh is a wonderful opportunity for US students. The UH NFLRC and CSEAS are supporting Dr. Chhany Sak-Humphry, UH Khmer professor and director of ASK, as she takes steps to form a national consortium of Khmer-teaching institutions and coordinate a Fulbright-supported national FLAS program so as to regularize Khmer instruction in the US and in a study abroad setting in the near future.